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## **Policy Statement on Monitoring Teaching and Learning**

### **1 Introduction**

- 1.1 Monitoring is the process by which we as a school evaluate the quality and effectiveness of teaching and learning within our school.
- 1.2 It includes; the scrutiny of medium and short term planning, the monitoring and observation of lessons for teaching and learning, the scrutiny of work in children's books and the monitoring of assessment files and the targets set for whole class, groups and individual children.
- 1.3 This document applies to all children in school, regardless of age, ability, gender, race and faith. The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC).

### **2 Definition**

- 2.1 Teaching observations are timetabled to take place termly and include all teachers in setting targets for their own improvement. Observations will seek to ensure that teaching at Green Lane is; interactive, includes all children, and is differentiated to meet the needs of the most able as well as children with special educational needs and disabilities. Lesson planning should identify the success criteria for the lesson, and set out supporting activities.
- 2.2 Lesson observations include talking to children about their learning and observing their work.
- 2.3 Scrutiny of work is undertaken by the leadership team on a termly basis. A timetable of subjects will be drawn up and displayed at the beginning of the year. Work will be scrutinised against medium and short term planning and checked for school procedures, targets, marking and progress.
- 2.4 Primary Target Tracker software is used by all staff to record attainment in the core subjects. This tracking system is then used to inform future planning and provide feedback to parents. The tracker is also scrutinised and analysed by the leadership team.

### **3 Scope**

- 3.1 Lesson monitoring will take place over one week every term.

- 3.2 Staff will have the opportunity to observe each other teach on a regular basis, with follow-up dialogue to enhance practice and build consistency
- 3.3 Literacy and Numeracy will be monitored in every cycle and all other subjects on a rolling programme at least once a year.

## **4 Entitlement**

- 4.1 Every member of staff is entitled to have their work monitored (in accordance with the monitoring code of conduct), constructive feedback given and targets set for improvement.
- 4.2 Every member of staff will be monitored in every cycle for at least one core and one foundation subject. No more than three observations per teacher in one cycle.
- 4.3 NQTs will not be monitored as part of this cycle, but will be monitored termly by their induction tutor and the head teacher. They may also be monitored by any co-ordinator if the induction tutor deems it will be helpful to the NQT.
- 4.4 Children's work is marked in accordance with the school marking policy and children will be given prompts for improvement and time to carry out those improvements.
- 4.5 Teachers are entitled to feedback as soon as possible after the lesson observation. They will agree a target for improvement with the lesson observer.
- 4.6 Children are entitled to be involved in the marking of their own work when appropriate. Work will be marked in line with the stated learning objective and a previously agreed set of success criteria.

## **5 Rationale**

- 5.1 Monitoring is a vital part of our school self evaluation procedures. The results of monitoring are fed back to individual staff and the head teacher. Copies of proformas are kept by teachers in their CPD file. The overall strengths and weaknesses are fed back to whole staff in the following week's staff meeting therefore creating a culture of constant review and improvement.
- 5.2 All children's books will be scrutinised on a rolling programme throughout the year. English and Maths books at least twice a year and all other subjects across the year. Targets will be set and strengths and areas for development fed back at staff meetings.

## **6 Aims**

- 6.1 The aim of this policy is to sustain a culture of monitoring in Green Lane CE Primary
- 6.2 These procedures will ensure effective consistent teaching and learning is taking place.
- 6.3 Feedback from monitoring will feed into school self evaluation procedures, curriculum audits and the school improvement plan.

- 6.4** Link governors will be able to discuss with the leadership team the results of monitoring and have an up to date view of what current issues are in their curriculum area.

## **7 Requirements / Expectations**

### **7.1 Teaching**

- Teachers will use an agreed lesson observation sheet, which links to Teaching Standards;
- Previous targets will be looked at before the lesson observation;
- Observers will adhere to the code of conduct (see Appendix 1)
- Copies of proformas will be kept by teachers, observers and head teacher;
- Overview of monitoring week strengths and areas for development will be given to head teacher and fed back at the next available staff meeting.

### **7.2 Learning**

- Book scrutiny will be recorded as appropriate
- Copies will be given to each teacher and head teacher;
- New targets will be set;
- Overview to be shared at next available staff meeting.

## **8 SEND**

- 8.1** SEND children are part of monitoring procedures and current SEN support plans should be read when referring to SEND children.

**Approved by Governors: July 2015**

**Due for review: Summer 2018**

## **APPENDIX 1 - CLASSROOM OBSERVATION PROTOCOL**

Classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The duration of a single observation will be no more than one session. Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimizing bureaucracy and workload burdens on staff.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and where appropriate written feedback will also be provided. The written record of feedback should include the date on which the observation took place, the lesson observed and the length of the observation. The teacher may append written comments on the feedback document.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.